

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussions of the research. The finding shows the data for answering the research questions and the discussion gives the explanation to relate the findings with the theory.

A. FINDINGS

1. The spelling errors in students' writings

To answer the first research question researcher uses the students' answers in written test. The test consists of three sections. 46 students ask to answer 30 items. It is divided into five items for part A, 20 items for part B and five items for part C. In the part A students ask to write the words based on the picture. Whereas, in the part B students should identify the particular words into correct or incorrect. The last, students are asked to make sentences in part C.

From students' answers, the researcher can analyze the data for getting the answer to the first research question where she begins to find out the spelling errors in students' writings, identifies those errors and divides into particular classification. Researcher found four main spelling errors in students' writings. In this part, the researcher also presents the spelling errors in students' writings with the correction. Data of the result students writing

test in detail can be seen at the appendix 5. Here, the researcher shows the sample of each spelling errors category at second grade of SMPN 2 Aluh-Aluh. It can be seen as follow:

Table 4. 1 The omission error in students' writings

OMISSION	CORRECTION
Beutiful Beuteful Beutifull	Beautiful
Imposible	Impossible
Hanphone	Handphone
Delet	Delete
Hose Hous	House
To	Two
Architek Archict	Architect
Mis	Miss

The table above gives information that there are 12 kind of omission errors in student writing. Those errors are spread for every student in two classes. It is also shows that students omit one or more consonant and vowel letters.

Table 4.2 The insertion error in students' writings

INSERTION	CORRECTION
Beutifull	Beautiful
Writting	Writing
Thurstday	Thursday
Tieach	Teach
Meake	Make
Viszit	Visit
Familly	Family
May	My
Firemand Firemean	Fireman
Architecture	Architect
Parradise	Paradise

The insertion gets 12 errors. This error happens because students give addition to the words. There are students who give the addition words with double letter. For example *writting* and *familly*. Then, there are some students who give addition with extra letter, such as May for my.

Table 4.3 The transposition error in students' writings

Transposition	Correction
Birhtday	Birthday
Bycicle	Bicycle
Plaese	Please
Shcool	School
Houes	House

The table 4.3 shows that there are five transposition errors, but at the appendix 5, it presents that many students still cannot identify the correct spelling. So, there are still many students choose transposition words. They think that those words is correct. In fact, it is false.

Table 4.4 The substitution error in students' writings

Substitution	Correction
Norse	Nurse
Docter	Doctor
Firemen	Fireman

Table 4. 4 (Continuation)

Substitution	Correction
Miis	Miss
Beuteful	Beautiful
Feredais	Paradise
Yusterday	Yesterday
Hause	House
Architek	Architect
Coconat	Coconut
Viry	Very
Beautifol	Beautiful
Id	It

Substitution is replacing the correct words into incorrect one. In this type, students replace either vowel or consonant letter. Even, the researcher found that some of the students replace more than three letters. For example *feredais*. It replaces the P with F, A with E, I with Ai. That word also contains omission for e letter to *dise*. This table also gives information that substitution happens because the student is influenced by their mother tongue. It can be seen from word *doctor*, they writes with *docter* like in the indonesian spelling.

Moreover, researcher also found Spelling errors in students writing also contain some of sub error for each classification. To know the spelling error in detail, the researcher serves her findings on a table that can be seen below:

Table 4. 5 Main categories and Sub Categories of Spelling Errors

No	Main Categories and Sub Categories Spelling Errors	Frequency
1.	OMISSION	
	a. Omit the vowel letters (Beutiful) it should be (Beautiful)	55
	b. Omit the consonant letters (Imposible) it should be (Impossible)	73
2.	INSERTION	
	a. Additional double letter (Writting) it should be (Writing)	54
	b. Additional extra letter (Thurstday) it should be (Thursday)	63
3.	TRANSPOSITION	
	a. Exchange the vowel and consonant letter (Bycicle) it should be (Bicycle)	17
	b. Exchange the consonant with other consonant letter (Birhtday) it should be (Birthday)	28
	c. Exchange the vowel with other vowel letter (Plaese) it should be (Please)	15

4.	SUBSTITUTION	
	a. Replace the vowel letter with the false one (N o rse) it should be (Nurse)	52
	b. Replace the consonant letter with the false one (Archite k) it should be (Architect)	6
	Total	363

Table 4. 5 presents that every categories has the sub categories spelling error. It can be seen from the table where omission get 128 errors. It is divided into two sub errors. The highest frequency for omission is omit the consonant letters with 73 errors. Then, other sub omission error is omit the vowel letter. It gets 55 errors. The second place for spelling error is insertion. This part is divided into two sub errors. They add double letter and add extra letter. For insertion double letter, it gets 54 errors and the additional extra letter is 63 errors. The extra letter contains vowel and consonant letter. The next place is transposition. This category consists of three sub errors. There are exchange the vowel and consonant letters, exchange the consonant with other consonant and the last exchange the vowel with other vowel. The every sub gets 17, 28 and 15 errors. The highest frequency of this category is exchange the consonant with other consonant letter. The last category is substitution. It is divided into two sub errors. They are replacing the vowel

letter with the false one and replacing the consonant letter with the false one. The distance of replacing vowel and consonant is very far. For vowel it gets 52 errors and the consonant letter only gets six errors. The table also gives information that total number of spelling errors in students' writings 363 errors. Thus, the answer for the first research question about what are the spelling error in students' writings is omission, insertion, transposition and substitution with the sub errors for each categories.

2. The most common spelling errors category in students' writings

In this part, the data was analyzed by researcher to find out the total number of spelling errors for each category with the frequency and percentage to know the most of spelling error in students' writings. The distribution of spelling error for each students in detail can be seen at the appendix 6 (*see appendix*). Here the brief descriptions are as follow:

Table 4.6 Total Number of Spelling Errors for each class

NO	CLASS	Spelling Errors Category			
		Omission	Insertion	Transposition	Substitution
1.	VIII A	68	54	22	44
2.	VIII B	60	63	38	14
Total = 363		128	117	60	58
		35%	32%	17%	16%

Based on appendix 6, it is identified that almost each category students did errors. The distribution of frequency of spelling error for every category is six, five, four, three, two, one and zero. The highest frequency is six and the lowest is zero. The total number of spelling error for each category can be seen at the table above. To make the reader easily understand about the data, researcher transfers the percentage of spelling errors at table 4. 6 into chart. It can be seen as follow:

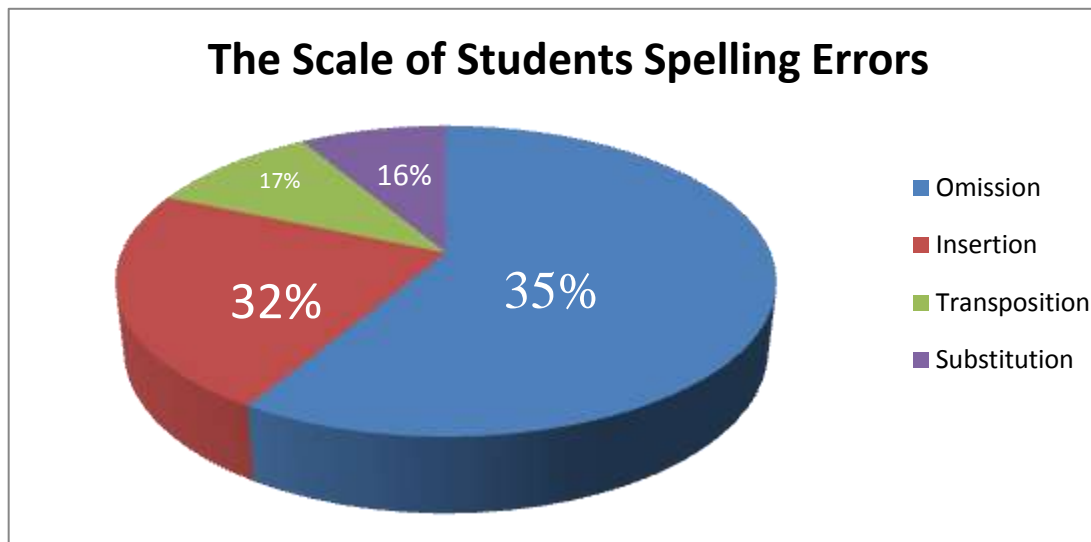


Figure 4.1

The highest frequency for spelling errors in students' writings is omission which all of students have errors in this category. The figure 4. 1 presents that omission get 35% for spelling errors. Table 4. 4 shows students omitting one or more letters in words. Not only omit the vowel letters, but they omit the consonant letter also. In this category, omission appears when the students identify between correct and incorrect spelling. In fact, many students still cannot remember the English spelling. Then, it gives effect to their writing. After the omission, there are followed by insertion with 32%, 17% for transposition and finally 16% for substitution. The total number of spelling errors is 363 errors which it is divided into some sub errors for each category. There are 117 for insertion, 60 for transposition and 58 for substitution.

In conclusion, the commonest of spelling errors in student' s writing is omission. This error gets 35% with 128 errors from 363 total number of spelling errors.

A. DISCUSSION

As the result of the research, researcher found four parts spelling error with nine sub errors. They do it in omission, insertion, transposition and substitution. For the sub errors, they consist of omit the vowel and consonant letters for omission, add double letter and extra letter for insertion, exchange the vowel letter with consonant letter, exchange consonant with other consonant or vowel with other vowel letter for transposition, and replace the vowel or consonant letter with other one for substitution.

Talking about errors, there is a term that usually used to describe about it "Nobody is perfect". This term conveys that every human is certainly do mistake or errors in his whole of life, not an exception in learning. It is supported by Brown statement. He said that human learning language either mother tongue or second language are fundamentally a process that involves the making of mistakes (1980, p. 164). It means people cannot learn without committing errors. This research also as the evidence that error can arise from many skills. One of them is spelling.

As one of the other aspects of the correctness in language, spelling is “A written form of word to the suggested one.” (Crowther, 1995: p. 1331). His state is suitable to say that correct spelling determine the message to. If it writes in errors spelling, so the message is going to other meaning. This fact shows that writer cannot ignore about spelling in writing, because the every words belongs to difference meaning. It also shows that spelling and meaning have very close relationship with communication. Even, Smedley indicates that “Poor spelling and punctuation interfere to a greater or a lesser degree with communication between writers and readers”(1983, p. 7). Although, spelling correctly is not a glory. It is a sign of well-developed writing abilities. It is because spelling can modify written production and hinder communication between writer and reader.

Having lack of spelling gives the information about writer ability. Errors can tell the teacher about the progress of the learner and how far the learner can apply the teacher’s teaching of English. It is because of spelling can show the level of students understanding through their writing. From their writing, teacher or reader can conclude that the writer has progress or not in learning second language. It is caused good writing building from the errors. Besides that, spelling error can indicates from another information to readers. They are as following below:

1. Inaccurate spelling often sends a message that the writer is careless or less intelligent than other students.

2. The students do not know how to spell the English words accurately.
3. Students have lack of vocabulary.
4. Then, the last students also have lack of pronunciation simultaneously.

Spelling errors also gives the benefit for teacher which it makes the teacher easier to identify the students problem and decides the solution to decrease their weakness. Hildreth believes that “Knowing what the commonest types of [spelling] errors are will put teachers on the lookout for them”(1962, p. 224). It enables for English teacher paying attention to those errors and helps students to decrease their problem as soon as possible.

The spelling errors happens because of some factors. Sadtono says that there are two factors which influence the language learning(1997, P. 1-19). They are explained as follow:

1. Linguistics factor, the difficulties cover learners errors in writing which can be related to language used. It caused by the influence of first language or mother tongue stronger than second language. So, learner gets difficulties in mastering English and gives effect to his or her writing ability. Besides that, in linguistics factors also contains the basic language components. It covers orthography, spelling, pronunciation, structures and other basic skills.
2. Non linguistics factor, this factors is also called with internal factor. This factor covers learner’s motivation to learn foreign language. Besides

motivation, it includes learners own personality, aptitude, teacher, method, facility and cultural-social environment.

From two factors above, researcher found that students spelling error in writing is included to both of them. Student's spelling error belongs to the basic component language and also they have low motivation in learning English, it can be known from the result of interview with teacher where the students forget to bring their dictionary.

Researcher also concludes that there are some other factors to spelling errors in writing. It based on the result of interview with the teacher. They are:

1. Lazy to open the dictionary. This is the commonest factor for students. They are too lazy for checking the English words in their dictionary.
2. Ignore the process of writing, according to Harmer (2005, p. 4). One of the process of writing is editing. In this steps, writer can make the change of draft which is ambiguous or confusing. Writer also decides about the sentence structure, spelling, diction, punctuation and other illogical things before he send to the final draft. This is the common factor that student's neglect. Because students too lazy for re check their writing before submit it to their final version.